



# HIS – 110

## EARLY MODERN

## EUROPE

Autumn Semester 2010

Course Meeting: SSC 107  
HIS 110-001: T/Th 8:30-9:50  
HIS 110-002: T/Th 10:30-11:50

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Dr. Glenn Kranking  
kranking@gustavus.edu

Office: SSC 219 (x7435)  
Office Hours: MWTh 1:30-2:30  
and by appointment

Welcome to Early Modern Europe! This course focuses on European history from the Reformation through to the French Revolution – a roughly 300 year span. It is a period of tremendous change – some gradual, others radical through revolution and war, culminating with the dramatic overthrow of the *ancien régime*. We will see wars fought over religion and ideology, and periods of expanding horizons – geographically, economically, and intellectually. During the early modern period, European influence extended around the globe, offering new opportunities and new challenges – not only among their own societies, but also among the people they interacted with in other areas. New ideas challenge the old order and radically change all aspects of society, from the peasantry to the cultural and political elites. While we do not have the time to cover all regions and all events in great detail, we will regularly focus on events in certain regions that highlight broader patterns of change.

We will approach this course from a broad, thematic perspective, although I have done my best to organize some of the major periods and changes in a chronological order. Approaching this time period from a thematic standpoint enables us to look in depth at certain aspects to see how things changed over time, or stayed the same.

While we will discuss evolving political events and the development of the modern state and international structure, I also place a high importance on social history. Our course will explore the role of race, ethnicity, and nationality; class distinctions; gender and sexuality; and religious diversity in Europe. We will also look at intellectual and cultural developments, including history through literature, art, and music.

This course will help you develop a perspective on history and an understanding of the factors that shape human activity, giving us insights into the origins and nature of contemporary issues, as well as understanding change and continuity over time. You will also be introduced to the skills of a historian. We will work to develop critical thinking skills through the study of diverse interpretations of historical events and through analysis of primary and secondary sources. These skills will be assessed through our discussions, exams, and response papers.

HIS 110 meets the **HIPHI** requirement – Historical and Philosophical Studies. By completing the requirements for this History course, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of European history, and how they inform present-day European society, politics, and relations with its neighbors.



### Required Reading:

Beat Kümin, ed. *The European World 1500-1800*.

Jonathan S. Perry, Sara E. Chapman, and Derek Hastings, eds. *Primary Sources: Documents in Western Civilization. Volume 2: Since 1400*.

Carlo Ginzburg. *The Cheese and the Worms*.

Jean-Jacques Rousseau. *On the Social Contract*.

Pierre de Beaumarchais. *The Barber of Seville and the Marriage of Figaro*.

- Additional readings will be posted on the Moodle class site.

### Grading:

Participation	15%	3 Primary Source Response Papers	15%
3 Exams (10% each)	30%	2 Book Response Essays	30%
Take-Home Essay	10%		

### Grading Scale:

A: 93% and above	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A-: 90-92.9%	B: 83-86.9%	C: 73-76.9%	D: 62-66.9%
	B-: 80-82.9%	C-: 70-72.9%	F: below 62%

### Plagiarism and Academic Integrity:

As a student at Gustavus, you are expected to know and abide by the College's Academic Honesty Policy as printed in the academic catalog. The policy states, in part, "In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source."

All instances of academic misconduct (such as plagiarism) will result in a zero for that assignment and be reported to the Office of the Provost. A continuing pattern of academic misconduct could result in academic probation or expulsion.

By turning in any assignments for this course you are agreeing to the **honor pledge**: "On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work."

Andrea A. Lunsford offers the following suggestions to "Avoid Plagiarism" in *The Everyday Writer*:

- Maintain an accurate and thorough working bibliography.
- Establish a consistent note-taking system, listing sources and page numbers and clearly identifying all quotations, paraphrases, summaries, statistics, and visuals.
- Identify all quotations with quotation marks – both in your notes and in your essay. Be sure your summaries and paraphrases use your own words and sentence structures.
- Give a citation or note for each quotation, paraphrase, summary, arguable assertion or opinion, statistic, and visual that is from a source.
- Prepare an accurate and complete list of sources cited according to the required documentation style. (192)

**Exams:**

There will be three exams of equal weight, roughly equally spaced out throughout the course, and a take-home essay due at the start of the final exam period. Each exam will test your knowledge of the material covered in class discussions and the readings, as well as the skills of a historian. The exams will each contain three portions: 1) Objective questions, 2) Primary source analysis, and 3) Essay. The take-home essay will present a broad, cumulative question, while the exams will only specifically cover material since the last exam. The take-home essay will be handed out on the final day of class.

**Disability Services:**

If you have a physical, psychiatric/emotional, medical, learning or attentional disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center (x6286). She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.

**Participation, Deadlines, and Assignment Submissions:**

It is expected that students regularly attend class having read the assigned material and ready to participate in discussions. “Ready” means you have completed and thought carefully about the readings. Students can also participate by meeting me during office hours or by e-mailing me questions and comments.

Everyone should consistently demonstrate common courtesy to both me as the instructor and your fellow classmates. With that in mind, if there are occasions when you are late to class you should enter as quietly as possible without making a scene. Cell phones should be turned off or silent (yes, vibrations still make noise). And we should all treat each other’s comments and questions with the respect they deserve.

All assignments for this course are due at the start of class on the day the assignment is due. Papers turned in late without requesting an extension ahead of time will be reduced in grade for each day it is late; requests for an extension must be made at least 24 hours before the assignment is due.

**Grading Rubric For Writing Assignments:**

	Introduction/Thesis	Support for Thesis	Use of sources/citations
A	Well-written, introducing the main themes of the paper, capturing the interest of the reader, with a well-defined thesis statement.	Each paragraph directly relates to the thesis statement, with excellent examples and analysis that articulates the connection.	Well-cited examples that support the argument, with a thorough analysis.
B	Adequate overview of the topics of the paper, a weaker thesis statement.	For the most part, the paragraphs relate to the thesis statement, the connection is not always articulated or clear.	A few (but not sufficient) citations, tends to be a bit light on analysis.
C	Vague statements, largely off-topic, lacking a clear thesis statement.	Paragraphs seem random, with no clear or articulated connection to the thesis statement.	References materials or examples but gives no or few exact citations, lacks adequate analysis.
D	Completely lacking a clear focus with no thesis statement.	Paragraphs and examples are completely irrelevant to the topic at hand, with no clear argument.	Lacks any citations or analysis, or includes an over-usage of quoted material.

### **Formatting Guidelines for Writing Assignments:**

- All writing assignments are to be typed, with one-inch margins;
- If more than 1 page, include page numbers and staple the pages;
- 12-point font size, Times or Times New Roman font, double-spaced;
- Correct spelling and grammar; proofread your paper before turning it in;
- Use proper citations (a works-cited page is **not** necessary);
- Read and re-read the question asked to make sure you are answering it fully;
- For additional help, please visit the Writing Center or talk to me during office hours.

### **Primary Source Response Papers, approximately 1 page each**

One of the main skills historians focus on is the use and analysis of primary source documents. This assignment is meant to focus your skills on reading and understanding materials, placing the source into a broader context, and contemplating the effectiveness and weaknesses of such a source.

The primary source response papers are based on the readings in *Primary Sources: Documents in Western Civilization* or primary sources posted on Moodle. Throughout the semester, select any three sources and write a 1-page source overview and analysis. Typed assignments are due at the **start of class** for the day the reading is due, and will not be accepted via e-mail or after that class. At least one of your response papers must be submitted before the first exam; failure to do so will result in a zero for the first paper. Each response paper should be three paragraphs long and have the following format:

- The first paragraph should provide a brief **summary** of the reading. Who is the author? What does this source reveal? What is the author's perspective? When was the source written?
- In the second paragraph, **connect** the reading to European history. What is the historical event being discussed or what larger movement does this reading fit into, and why is the source relevant?
- In the final paragraph, **analyze** the primary source. What is the significance of this source? Does the author have any bias, and how does that bias affect the use of this source? Does this source relate to other primary sources, and if yes, how? How might a historian use this source?

### **Book Response Essay for *The Cheese and the Worms*, 3-4 pages**

Historian Carlo Ginzburg presents the story of Menocchio, a sixteenth-century miller who questions religion and religious teachings. This micro-level history – focusing on one individual – is quite powerful. Does Ginzburg present a solid argument, and if so, what is it? What does this book tell us about the broader question of religious life and religious questioning in the sixteenth century? What does this book not tell us? Is Ginzburg's micro-history successful – why or why not? Due **Tuesday, September 28**.

### **Book Response Paper for either *The Social Contract* OR *The Marriage of Figaro*, 3-4 pages**

We will also be reading two longer primary sources. You are to write an essay on one of these two books (you are still expected to read both). The assignment for *The Social Contract* is due **Tuesday, November 23**, and for *The Marriage of Figaro* **Tuesday, December 7**. Be sure to plan ahead and decide which due date will give you sufficient time with your schedule.

***The Social Contract*:** Rousseau's work is one of the primary and most influential writings from the Enlightenment period. What about his argument do you think most resonated with other scholars from that era? Was Rousseau in a position to exact change, and who was the intended audience?

***The Marriage of Figaro*:** It is argued that Beaumarchais's *The Marriage of Figaro* (1778/1784) was a factor in hastening the arrival of the French Revolution, with Napoleon later declaring the play as "revolution already in action." Do you agree with this assessment? In what respects does the play represent the old regime, and how does Beaumarchais represent or reflect changing ideas in society?



# Broad Chronology

1400	Renaissance	Gutenberg Printing Press (1430s)
1450		Leonardo da Vinci (1452-1519) Columbus (1492) Niccolò Machiavelli (1469-1527)
1500	Reformation & Counter-Reformation	Henry VIII (r. 1509-1547), Act of Supremacy (1534) Martin Luther (1483-1546), Wittenberg (Oct. 31, 1517) First circumnavigation of the world (1520-1522) John Calvin (1509-1564) Society of Jesus – Jesuits (1534) Copernicus (1473-1543), <i>On Revolutions of the Heavenly Spheres</i> Council of Trent (1545-1563)
1550	Scientific Revolution	Tycho Brahe (1546-1601) Mary Tudor (r. 1553-1558) Peace of Augsburg (1555) Elizabeth I (r. 1558-1603) French Wars of Religion (1562-1589), St. Bartholomew’s Day (1572) William Shakespeare (1564-1616) Edict of Nantes (1598)
1600		Galileo Galilei (1564-1642) René Descartes (1596-1650), <i>Discourse on Method</i> (1637) Dutch East India Company established (1602) English establish Virginia (1607); French establish Quebec (1608) Cardinal Richelieu (1585-1642) Gustav II Adolf (r.1611-1632), Battle of Lützen (1632) Thirty Years’ War (1618-1648) Charles I (r.1625-1649) English Civil War (1642-1649), Oliver Cromwell (1599-1658) Peace of Westphalia (1648) Dutch “Golden Age” – Brueghel, Rubens, Rembrandt
1650		Thomas Hobbes, <i>Leviathan</i> (1651) Louis XIV (r.1661-1715) Isaac Newton (1643-1727), <i>Principia Mathematica</i> (1687) Ottoman Turks assault Vienna (1683) Glorious Revolution (1688) John Locke, <i>Essay Concerning Human Understanding</i> (1690) Peter the Great (r. 1689-1725)
1700	Enlightenment	Great Northern War (1700-1721) Baron de Montesquieu (1689-1775), <i>The Spirit of the Laws</i> (1748) Johan Sebastian Bach (1685-1750) Voltaire (1694-1778) Carl von Linné (1707-1778)
1750	Revolution	Diderot and d’Alembert <i>Encyclopedia</i> (1751-1772) Seven Years’ War (1756-1763) Wolfgang Amadeus Mozart (1756-1791) Jean-Jacques Rousseau publishes <i>The Social Contract</i> (1762) Catherine “the Great” (r. 1762-1796) American War of Independence (1773-1781) Adam Smith, <i>Wealth of Nations</i> (1776) Beaumarchais writes <i>The Marriage of Figaro</i> (1778) French Revolution (1789-1814) Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (1792)
1800		Napoleon (r.1799-1815)